

R E P O R T R E S U M E S

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AN ASSESSMENT OF ROLE CHANGE.

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THIS IS A SUPPLEMENT TO AN EARLIER REPORT CALLED "INCENTIVE LEADERSHIP STUDY" AND ATTEMPTS TO ASSESS THE ROLE CHANGE OF MEMBERS OF THE STATE DEPARTMENT OF EDUCATION, COUNTY SUPERINTENDENTS. A COMPARISON WAS MADE OF THE 1959 AND 1960 TESTS, WHICH CONSISTED OF A BATTERY OF ADJUSTMENT AND VALUE INDEXES, A MEASURE OF ASSUMED SIMILARITY, AND A ROLE CONCEPT Q-SORT. THE RESULTS ARE--(1) THERE APPEARS TO BE NO REASON TO BELIEVE THAT ANY OF THE THREE GROUPS EXPERIENCED A SIGNIFICANT CHANGE IN THEIR ATTITUDES TOWARD THEMSELVES OR TOWARD OTHER PEOPLE, (2) IN TERMS OF ROLE PERCEPTION SOME CHANGE IS EVIDENT, BUT STABILITY IN ROLE PERCEPTION IS MORE THE KEYNOTE, (3) THERE IS LESS DIFFERENCE IN PERCEPTION OF IDEAL ROLES AMONG THE GROUPS THAN THERE IS IN PERCEPTION OF CURRENT ROLES. (GC)

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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MEMORANDUM

TO: State Superintendent of Schools
State Board of Education
Members of the State Department of Education
County School Superintendents
College & University Presidents & Deans
U. S. Office of Education
Consulting Research Staff

FROM: L. Craig Wilson, Assistant State Superintendent of Schools

RE: Incentive Leadership Study -- Final Report

DATE: April 15, 1961

The enclosed brochure is the final report of the Department of Education on its recent self-appraisal -- a project of eighteen months' duration supported by the Cooperative Research Program of the U. S. Office of Education. You will recall that the first report of this project, "On the Threshold of Change", dealt with the role concepts and leadership characteristics of State Department personnel and County Superintendents. This concluding release compares the initial research results with identical measures taken after an interval of one year. The current status of educational leadership in West Virginia, with emphasis on the direction and degree of its change during the immediate past year, is thus the essential content of the brochure.

The research findings already have clear relevance to some of our most basic problems in West Virginia education; however, their meaning will become even more apparent when viewed in perspective with other related studies, such as the "Albright Study" of the functions of the State Board of Education, the "Purdy Survey" of State statistical services, the Study of Teacher Education authorized by the State Board, etc.

Never before have we had such an adequate factual basis for decision on the future of education in West Virginia -- but it is equally true that our need for decision has never been greater. You will recall that the measures used dealt with our perceptions of ourselves and of others, in terms of our values. These values are now identified in the research. What we "know" of ourselves is determined -- what we "want" is suggested -- what we will "do" remains as our challenge. How can we use these findings to advance education in West Virginia?

April 15, 1961

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- [AN ASSESSMENT OF ROLE CHANGE] -

WEST VIRGINIA DEPARTMENT OF EDUCATION

AND

WEST VIRGINIA COUNTY SCHOOL SUPERINTENDENTS

1959 TO 1960

The research reported herein was
performed pursuant to a contract with the
United States Office of Education,
Department of Health, Education, and Welfare

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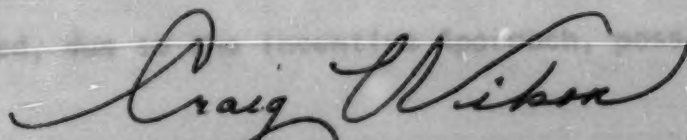
- AN INTERPRETIVE INTRODUCTION -

Preface

The material which follows in this brochure is particularly timely. Interest in the role of the state in education has been growing rapidly in recent years. Interpretive comments on a research report are often reserved for the last chapter; in this case they appear in the introduction. This arrangement has seemed desirable in view of the sheer quantity and technical nature of this research. Also, a considerable body of relevant data has emerged from related studies and observations -- data upon which an understanding of Dr. Bills' report is at least partially dependent.

The interpretation which follows thus represents an effort to align the major findings of this study with a wide variety of other events, circumstances, and facts. I consider this analysis reasonably objective, even though a search for meaning often takes us well beyond the "zone of certainty" in which documentary "proof" is readily available.

It is my hope that this introduction will afford the reader at least a tentative frame of reference -- a rationale of sorts -- for developing an understanding of the research commensurate with its value. I would urge the reader also to formulate his own interpretation, for therein lies the ultimate purpose and power of all research -- its meaning.



L. Craig Wilson
Assistant State Superintendent of Schools
Director, Division of Research & Planning

and County Superintendent - AN INTERPRETIVE INTRODUCTION -

The material which follows in this brochure is particularly timely. Interest in, and a recognized need for, strengthened educational leadership in West Virginia are converging at an all-time high. This brochure reports the most ambitious effort ever made by a state department of education to identify its role and to change the direction and course of state-level leadership. It also identifies and reports the characteristics of county educational leadership which is, in many ways, strikingly similar to state leadership.

Seeking A Modern Role For Leadership

Four years ago, the concept of "Incentive Leadership" was advanced by the West Virginia Department of Education. The thought was that an appropriate modern role for a State education agency would focus on the stimulation and educe ment of change, as contrasted with the widespread State and national pattern of control, or the regulation of change instituted by others. After observing marked change during the first two years of effort in that direction, the Department decided to undertake the research study herein reported. The purpose was to determine the degree and the nature of any change achieved during the one-year period from 1959 to 1960 (a time limit imposed by the Federal research grant supporting the project). We now know that such role changes as occurred, due to the Incentive Approach, possibly set in prior to the first measurement.

A Stabilized Pattern

"Stability" is the word used by Dr. Bills (the Department's chief research consultant and author of this report) to describe the relationship between the role descriptions of 1959 and the parallel descriptions of 1960. Statistically significant change toward the incentive concept, or away from it, was not indicated by the research findings. This "stability" was equally characteristic of State Department personnel

and County Superintendents in the research descriptions of their own roles and their perception and expectancy of each other. Administrative leadership throughout the State thus appears to be "cut from the same cloth"! This near identity among educational leaders is possibly indigynous to the culture and its school organization. Any serious student of the "educational lag" in West Virginia could not evade considering this homogeneity among leaders as a contributing cause.

It is significant that socio-economic conditions surrounding educational leadership in West Virginia, during this same period, have not been "stable." In a relative sense, a "stabilized" role concept for educators may be viewed as a form of regression -- one of potentially serious educational consequences. "Stability", in changing times, suggests an inflexibility ill-adapted to social and educational need -- a "getting behind the times" by standing still.

Why Stability?

The "ideal" leadership role envisioned by State Department personnel and County Superintendents alike, in both 1959 and 1960, revealed a clear preference for an incentive type of educational leadership. Why, then, did this fairly widespread dedication to such purposes as local decision, long-range planning, increased flexibility, the use of research, the involvement of local citizens, unification of the profession, greater cooperation with the colleges, and the building of flexible school budgets, not yield measurable change? Was the concept itself too vague for application? Was the test interval too short? Or, had the Department reached the "limits of permissiveness" -- that invisible barrier beyond which structural and organizational change is required to implement a modern concept of service?

The answers to these questions cannot be advanced with any degree of certainty. However, it is likely significant that the Department has, for the past year, considered itself on the verge of possible reorganization to achieve its avowed new purposes. Through the agency of an intra-departmental group, known as the "Monday Group", top Department personnel have been studying and appraising the activities of

all divisions of the Department. Internally, they have considered the same questions raised by the 'Albright Study' -- questions about the functions of the Department and its relationship to the State Board of Education. These were questions which could well involve new roles for both the State Board and the Department of Education, for obviously, as one changes, so must the other.

The Department's stated commitment to incentive leadership suggests that its role is properly a unique one -- something more than a parallel operation to a typical county school administrative staff. This emerging concept would require a modified Department organization based on a clearer definition of the educational functions of the State and an appropriate allocation of function to the various levels of administrative authority. The "Purdy Survey" of State statistical services (December 1, 1960) takes essentially this same position, and poses a specific need for reorganization by characterizing statistics as an inter-divisional service cutting across all existing lines of authority. The study of teacher education, authorized by the State Board, is just getting under way, but it, too, portends a consolidation and coordination of higher education services on the State level to facilitate the "approved programs" approach. This "approach" inherently requires a revolutionary change in State Department-college relationships -- one which the Department's present organization is ill-suited to implement.

It is now perfectly clear that during the long years required to stabilize and pattern the educational leadership of the State, the same or like forces patterned and "stabilized" the entire organizational structure. This structure was, and is, reinforced by a system of recognition and rewards oriented to stability rather than to change. The present "tidal wave" of studies -- the Albright Study, the Purdy Survey, the Study of Teacher Education, the Incentive Leadership Study, and the Intra-Departmental Study -- all serve to point up a whole constellation of causes which made them, individually and collectively, seem necessary. The reports of all of these studies add to the accumulating evidence that possibly the entire structure of education is as faulty as the particular parts studied. The whole process of education is "stabilized" in a highly fragmented structure, and this is particularly true of the Department of Education. School law,

school finance, teacher education, research, curriculum and instruction, adult education, special education, school lunch, and all other State services function in patterns established to stabilize each, rather than to include each in a changing and adaptable pattern flexible enough, and sufficiently integrated, to cope with changing times.

The complexity of the total problem was not anticipated by any of the particular studies cited above. The total problem only began to reveal itself in the accumulated evidence of all of these, and other, studies. Traditional lines of authority, established in the dim past for the achievement of purposes foreign to the incentive plan, remained as barriers to change. Undoubtedly, this routine condition limited the opportunity of staff members for a satisfying involvement in the "growing edge" activities of the Department. The research findings suggest that the group so affected was disturbingly large. This is not strange when it is considered that the most tangible rewards, available to this group, are still functionally associated with traditional patterns of service and operation.

Permissiveness has long been the unique and controlling characteristic of Department operation. The stabilized fragmentation, referred to above, grew out of this permissiveness. Test results clearly indicate its continuing operation. This phenomenon has been both a blessing and a curse. Individual staff members and divisions have enjoyed a freedom to stabilize each operation separately. At times, permissiveness became indistinguishable from personal autonomy. With relation to this study, one aspect of permissiveness -- a sort of tolerance of all things -- provided the necessary freedom for the Department to develop and advance, as official policy, the theory of incentive leadership. Operational expression of this adopted theory may yet be dependent upon such factors as: (1) greater allegiance to group decisions reached by staff personnel, (2) a fuller recognition of the individual and group value of the role differentiation essential to smooth and efficient Department operation, and (3) a shift in the bases of reward from those of popularity and personal autonomy to those of contemporary group decisions.

The Survival of a Concept

The concept of incentive leadership is, by no means, dormant. It is the guiding light for the Department's more aggressive and successful school improvement efforts. (The Marshall University-Mason County Project in Teacher Education, for example.) Some of these are now reaching a stage of tangible fulfillment. As "late arrivals" they were, unfortunately, not measured by the tests from which Dr. Bills' conclusions were drawn. The need remains for a reinforcement of these leading developments through the total professional power of the Department. Such was the original, but unfulfilled, intent of the incentive plan. It still appears that we, in the Department, can no longer assume that the most desirable change occurs from a "boiling up" of the many small forces influencing the role concepts of educational leaders. Too much "stability" may be symptomatic of needed overall policies, or it may spring from decisions over which constituted leadership exercises only spasmodic or partial control. The modern "total process" of public education is composed of a myriad of highly interdependent parts. The interdependence of these parts increases with each change in the society education is designed to serve. Thus, the processes of decision-making must be both shared and coordinated at all levels if a state department of education is to be maximally effective. Where individual autonomy and high-level permissiveness exist extensively, numerous conflicting and inconsistent individual decisions tend to scatter both human and monetary resources until the total operation functions as virtual indecision.

The incentive concept recognizes the latent forces in permissiveness as a strength that can give way to a positive democratic implementation of new ideas and new purposes. However, there is a necessary condition, contingent upon top leadership: the assignment of top priority to Department activities related to its stated objectives and the alignment of staff responsibilities accordingly. Whether this is to be done is the issue facing any future administration of the Department of Education.

A Point for Possible Decision

It would be possible to staff and operate the Department in such a way as to reinforce the "stability" reported by Dr. Bills. The test results suggest that mass consensus in support of the inertia of tradition might easily be obtained -- if the kind of stability indicated by this research is the desired end! An alternative would be to build education around a more modern concept of leadership as previously described. A move in this direction would require administrative conviction that education can be instrumental in helping West Virginia plan and carry out possible "solutions" to its problems rather than continue to "plan" ways to adapt itself to whatever comes along.

Dr. Bills' elaborate and extensive statistical treatment of data identified four (and only four) basic points of orientation of Department personnel and County Superintendents to the State Department leadership role. These "factors" were:

- 1 - The rendering of services,
- 2 - The promotion of change,
- 3 - The exercise of control, and
- 4 - A "Big Brother", or overseer, function.

The distinguishing features of an organization emerge not from the acceptance or rejection of these categories of role performance, but in the relative emphasis assigned to each. In a period of profound and rapid change, it is not enough for leadership simply to be "in tune with the times"; the need is for a type of leadership which can help set the tune for the times. This being the case, should not Factor 2 - "The promotion of change" - become the Department's future "high value"? Closely related, would we not find Factor 1 - "The rendering of services" - compatible with the objective of change in and through education? If so, the factors of "control" and "oversight" would correspondingly diminish in importance as planned and purposeful services replaced control. With such a "weighting", a higher level of consistency in Department operation could be achieved. The cancellation effect which results from

a verbal advocacy of incentive leadership on the one hand and the inconsistent perpetuation of an outdated pattern of "control" and "oversight" on the other would be avoided. The "expectancy" of State leadership would thus be clarified.

This alternative will, of course, remain purely academic until such time as it becomes a conscious dedication of educators in high office. One way or the other, the issue will be settled -- on the level of educational policy as well as in the arena of administrative choice. This is inescapable; any decision, large or small -- even an absence of decision -- will point to some type of "solution." The pressures for decision are great and will continue to mount. Incongruous rates of change between society at large and major institutions, such as schools, can produce no other result. The facts of this research indicate "stability"; the times indicate change.

"There are no answers; only questions", a classical researcher once concluded upon the discovery that the elusive truth he sought always receded in a cloud of new questions. Though somewhat applicable to the research we now report, this statement falls short of recognizing the value of a pointed question as a stepping stone to a pointed administrative problem solution. The overriding question we face is clear: Shall West Virginia education remain "stabilized", or shall it seek to precipitate and give direction to the change which is inevitable in our generation?

What research results mean -- the interpretation of them -- is a province shared by many: the professional, the subjects of the research, and other interested parties. The effectiveness of research findings, nonetheless, still depend upon an activated interpretation of their meaning. The preceding extrapolation is one possible extension. It is based entirely upon an analysis of the research findings and their relationship to the stated purposes of Department operation under the Incentive Plan.

Dr. Billis' report, which follows, rests entirely upon the factual basis of his research. It is a report, not a recommendation. It raises a central issue, but offers no solution. Most people will recognize the validity of his data and attach meaning

In 1959, the West Virginia State Department of Education received a grant to his conclusions. But, only school policy makers and school administrators, by their acts, can give the research its true and ultimate meaning.

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Craig Wilson,

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As a further step, two pilot counties were selected in which the effects of this reorganization for incentive leadership could be tested through changes in teachers, principals, pupils, and parents.

In May of 1959, all members of the State Department of Education were tested, at a meeting at Cedar Lakes, with the Index of Adjustment and Values and Fiedler's measure of Assumed Similarity Opposites. These two instruments were included to assess the leadership potential of the State Department members. At this meeting, steps were taken to secure the help of the State Department members in designing a Q-sort which could be used to describe current and ideal roles of these Department Members and County Superintendents.

In June, 1959, members of the State Department of Education met with County Superintendents and Assistant Superintendents at Jackson's Mill. This meeting was planned to further the organization for the incentive program and to show the teams in their work. But also included on the agenda were reports of the County Superintendents and Assistant Superintendents and further reorganization of the State Department members. State Department members used the Q-sort developed as a result

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of the Cedar Lakes Conference, to describe: the average role being played by the State Department Members, the role of the Ideal State Department Member, the average role being performed by County Superintendents in West Virginia, and the role of the Ideal West Virginia County Superintendent.

County Superintendents and Assistant Superintendents completed the Index of Adjustment and Values (describing themselves, the Average County Superintendent in West Virginia, and the Average State Department Member), Fiedler's measure of Assumed Similarity Opposite (describing themselves and their most-liked and least-liked colleagues), and a series of role sorts, using the Q-sort described above. Q-sort descriptions were obtained for the average member of the State Department of Education, the Ideal State Department Member, and the Ideal County Superintendent in West Virginia.

During the Fall of 1959, two pilot counties were selected for intensive study. Both of these counties, Doddridge and Mason, were tested in November. In these testing programs, Principals used a Q-sort to describe themselves and the Ideal Principal, the Index of Adjustment and Values to describe themselves and the Average Principal in their county, and the Fiedler to describe themselves and their most-liked and least-liked colleagues.

Teachers used another 54-item Q-sort to describe themselves and the Ideal Teacher. They also used the Index of Adjustment and Values and the Fiedler.

All pupils in grades three through twelve were given appropriate forms of the Index of Adjustment and Values, and pupils in grades nine through twelve also completed the Fiedler and an attitude toward school questionnaire.

All parents in the two counties were asked to react to a parent questionnaire which was designed to reveal attitudes toward the schools and opinions about what the schools were doing and should do.

In July of 1960, State Department Members, County Superintendents, and Assistant Superintendents were retested with the original instruments at a meeting at Jackson's Hill. The same tests were given as in 1959, with the addition of a description of

the Average County Superintendent in West Virginia, which was requested from the County Superintendents and Assistant Superintendents.

Prior Reports

Results of the first tests with all groups have already been reported in bulletins, such as "On the Threshold of Change", "Incentive Leadership - An Appraisal", "The Mason County Principal", "The Doddridge County Principal", "The Mason County Pupil", etc. These results will not be repeated in this report.

A Limited Report

Reports for the retests will appear in three sections. The present report will be concerned only with changes from test to retest of the State Department Members and the County Superintendents. Two other reports are anticipated. These reports deal with the data from each of the two pilot counties, and will follow as soon as analyses of the data are completed.

An Overall Look

The most significant finding of the retest data for the State Department Members and for the County and Assistant Superintendents is simple to state. Considerable stability existed between test and retest. This is not surprising when we consider that this is indeed a short period in which to look for change. For the State Department data, it is even less surprising. During the period of the year, many changes in personnel were present -- stimulated mainly by addition of personnel under the National Defense Education Act. A period of rapid change in personnel is not expected to bring about a unity of purpose and may, in fact, be disrupting to the members already present who are, because of change, required to redefine their current roles. Too, the need for redefining roles has been occasioned by the close look the State Department has taken at its roles and functions during the past year. Continued examination has lead to a necessity

for redefinition which is currently being accomplished. That these changes did not have a disrupting effect (which may be a positive finding), nor that progress is not readily discernible, is apparent from the stable test-retest results. But although much stability is evident, change is also evident.

The Index of Adjustment and Values

The first test with the Index of Adjustment and Values (IAV) with the State Department Members gave an average (mean) score of self-acceptance of 170.92 for the 25 members who took both the test in 1959 and the retest in 1960. These 25 members had an average self-acceptance of 182.36 in 1960, a positive change, but one which could occur by chance alone with sufficient frequency that we cannot conclude that a statistically significant positive change was present.

When the self scores of the IAV were used in conjunction with the others scores, obtained from descriptions of other members of the State Department, it was determined that no statistically significant change occurred. The slight difference which was present was in a negative direction, and was not statistically significant.

Neither the change in self-acceptance of County Superintendents, nor their self scores in relation to the others scores of other County Superintendents, nor their self scores in relation to the others scores of State Department Members, showed significant change. These data give no reason to assume that perceptions of self, of other Superintendents, or of State Department Members underwent significant change.

And the same can be said for the Assistant Superintendents. No evidence exists to suggest that a significant change occurred in attitudes toward self or in self in relation to other Assistant Superintendents or State Department Members.

None of the results of the testing with the IAV revealed significant change.

After this, all composites were intercorrelated and the resulting matrix was factor analyzed. A factor analysis of the original ten composites was

The Fiedler Measure

For each of the three groups, measures were obtained, by use of Fiedler's measure of Assumed Similarity Opposite, of the psychological distance which separated these people from their most-liked or least-liked colleagues and of the distance between their most-liked and least-liked colleagues.

No significant change was noted for the State Department Members in the distance between their most-liked colleagues and themselves. Nor was any significant change present in the distance between self and least-liked colleague, although a small but statistically nonsignificant negative change was noted. But a significant (.05 level of confidence) negative shift was found in the distance between most-liked and least-liked colleague. Although this difference was small, it is sufficiently great that we must conclude that on the basis of this one measure State Department Members presently show slightly less leadership potential than they did in 1959.

The County Superintendents showed no significant shifts from test to retest on any of the Fiedler measures. It must be assumed that a change in potential did not occur within this group.

Neither was there a significant change in the scores obtained by the Assistant Superintendents. No changes were sufficiently great to be statistically significant.

Q-Sort Data

Earlier findings in regard to role perceptions, as determined by the Q-sorts, were included in "On the Threshold of Change." Our method of dealing with these data were to make composite descriptions of each group -- an averaging to determine the "best fitting" picture. These composites were correlated with the descriptions given by each person.

After this, all composites were intercorrelated and the resulting matrix was factor analyzed. A factor analysis of the original ten composites was

reported in February, 1960. The addition of the retest composites produced a 21 by 21 matrix, which is included in the accompanying table. Obviously, the factor analysis of the 21 by 21 matrix should produce a clear picture than that of the 10 by 10 matrix, which indeed it did.

The table shows that the composites obtained in 1960, in general, did not differ significantly from those obtained in 1959. For instance, the Ideal Department Member, as described by State Department Members in 1959, correlated .91 with this same description given in 1960. This may be interpreted to mean that there is about 83 per cent overlap between these two composites. The composite description of the Average County Superintendent given by State Department Members in 1959 correlated .997 with the same description given in 1960. This overlap is almost 100 per cent, which means that the two descriptions were identical. Other high similarities can be determined by the table.

Some of the composites did not agree as highly on the two tests. The Average Department Member, as described by County Superintendents, correlated only .69 for the two descriptions -- an overlap of about 48 per cent. The Average Department Member, as described by Assistant County Superintendents, correlated .76 (58 per cent), and the Ideal County Superintendent, as described by Assistant County Superintendents, correlated .77 (59 per cent).

The correlation coefficients given in the table may be given a rough interpretation by squaring them (multiplying them by themselves) and expressing them as per cents. All of the retest composites are appended to this report.

In 1959, we correlated the description of the Ideal State Department Member given by each State Department Member with the composite for the group. At that time we found that, on the average, the descriptions of each State Department Member of the Ideal Department Member agreed about 36 per cent with the composite of these individual descriptions. These agreements ranged from about one per cent to about 61 per cent. On the retest, the average member agreed with the description of the Ideal Department Member about 45 per cent and the range of agreements was

Intercorrelations of 1959 and 1960 Composites and Factors Extracted from the Matrix

Composite Number	Number of Composite	Composite	Composite Number																				
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1		ADM as des. by SDM '59	x																				
2		IDM as des. by SDM '59	62	x																			
3		ACoS as des. by SDM '59	30	01	x																		
4		ICoS as des. by SDM '59	24	70	16	x																	
5		ADM as des. by COS '59	77	72	22	36	x																
6		IDM as des. by COS '59	62	83	18	58	80	x															
7		ICoS as des. by COS '59	24	54	34	79	35	53	x														
8		ADM as des. by Asst. Cos '59	77	64	29	31	82	72	30	x													
9		IDM as des. by Asst. Cos '59	67	78	25	54	77	84	50	81	x												
10		ICoS as des. by Asst. Cos '59	36	55	37	75	36	53	75	42	58	x											
11		IDM as des. by SDM '60	57	91	03	69	71	80	53	61	75	48	x										
12		ACoS as des. by SDM '60	31	00	.997	14	22	17	33	29	25	36	-19	x									
13		ICoS as des. by SDM '60	28	67	16	88	40	63	77	33	54	74	70	14	x								
14		ADM as des. by COS '60	59	78	05	58	69	75	43	62	72	45	79	05	61	x							
15		IDM as des. by COS '60	55	87	06	64	71	84	51	64	81	53	85	06	63	85	x						
16		ICoS as des. by COS '60	28	63	32	84	36	60	80	32	60	78	63	30	83	54	65	x					
17		ACoS as des. by COS '60	18	15	20	12	24	19	31	23	17	34	19	20	06	15	22	x					
18		ADM as des. by Asst. Cos '60	75	64	30	36	81	73	32	76	35	63	30	38	64	69	38	11	x				
19		IDM as des. by Asst. Cos '60	63	74	23	52	82	83	54	75	82	52	75	22	55	69	79	14	78	x			
20		ACoS as des. by Asst. Cos '60	45	38	60	53	47	43	61	49	49	56	42	59	35	58	30	55	52	x			
21		ICoS as des. by Asst. Cos '60	29	53	34	77	41	53	78	39	54	77	52	33	47	50	79	24	39	75	x		
			Factor Array																				
			I	II	III	IV	V																
1			78	14	23	19	-11																
2			86	-32	-17	09	17																
3			14	-14	95	04	04																
4			47	-82	-04	-08	06																
5			90	07	14	15	-09																
6			88	-22	04	-04	08																
7			38	-77	20	06	-05																
8			85	08	20	08	-23																
9			88	-18	10	-13	-10																
10			43	-70	45	08	-10																
11			86	-32	-25	15	-14																
12			11	-11	-99	-06	02																
13			49	-78	-01	05	13																
14			82	-22	-09	-05	20																
15			87	-27	-08	-16	24																
16			47	-75	15	-10	07																
17			16	-18	17	37	-11																
18			85	06	23	-09	-14																
19			87	-20	09	-13	-15																
20			43	-43	50	-14	-32																
21			43	-75	18	02	-27																

Note: All correlations and factor weights are expressed as two decimal places but all decimal points have been omitted.

Abbreviations: ADM = Average Department Member
IDM = Ideal Department Member
ACoS = Average County Superintendent
ICoS = Ideal County Superintendent
Asst. CoS = Assistant County Superintendent
As des. by = As described by

Note: All correlations and factor weights are expressed as two decimal places but all decimal points have been omitted.

Abbreviations: ADM = Average Department Member

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ACoS = Average County Superintendent

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As des. by = As described by

from about two per cent to about 58 per cent. These numbers, when combined with the data in the table, suggest that although there has been little change in the composite description, there has been a change in agreement with it. The State Department Members represent a more homogeneous group, in respect to the ideal they project, than they did in 1959. They now see a more common goal than previously. Perhaps we should emphasize, though, that although the State Department now sees a more common ideal, there is still highly significant disagreement about what this role should be.

There was not a highly significant shift in the ideal role projected for the State Department in 1959 and in 1960 by County Superintendents. These composites overlapped about 71 per cent. But there was much difference in the agreement of the individual Superintendents in the roles they projected in the two years. In 1959, superintendents agreed, on the average, about 14 per cent with the composite role description, and they ranged in their agreements from 32 per cent disagreement to 59 per cent agreement. In 1960, the individual Superintendents agreed with the composite, an average of 28 per cent, and they ranged from about 17 per cent disagreement to about 32 per cent agreement. So we must conclude that there has been as much shift in the projected role as there has been in agreement with this projected role. The Superintendents are more in agreement about what the ideal role for the State Department should be than they were in 1959.

It is important to note also that there has been no shift in agreement between the ideal role projected by the State Department for itself in 1959 and the same role projected for them by County Superintendents in 1959, as contrasted to the earlier statement that County Superintendents are far more heterogeneous in their agreement of these two roles in 1960. In 1959, the County Superintendent's composite description of the ideal role for the State Department agreed with the same role projected by the State Department about 69 per cent. This agreement was about 72 per cent in 1960. This emphasizes the fact that both change in description and change in agreement with the description were significant, and while the average amount of agreement has gone up, less diversity in opinion has appeared. As with

the State Department Members, Superintendents appear to have a better crystallized perception of an ideal goal for State Department Members.

The composite Average Department Member described by County Superintendents in 1959 overlapped only about 48 per cent with the same composite given in 1960, showing that considerable change had occurred in how the County Superintendents see the Average Department Member. Qualitative differences will be seen from the factor description, which will follow later in this report. In 1959, County Superintendents agreed only 17 per cent, on the average, in their descriptions of the State Department average role. As individuals, their agreements among themselves ranged from 27 per cent disagreement to 50 per cent agreement. In 1960, the County Superintendents showed less agreement among themselves about what the Average Department Member was like. On the average, they agreed only one per cent and the agreements ranged from 31 per cent disagreement to 34 per cent agreement. Obviously, the Superintendents are less in agreement about what the Average Department Member is like. If contacts with State Department Members has increased over this period, this is not a surprising finding, since there is less opportunity for a stereotype to operate since they have a greater opportunity to observe State Department personnel as individual people.

When each description of a Superintendent was compared with the composite description of the Average Department Member given by Superintendents in 1960, an average agreement of 18 per cent was found with a range of agreements from 19 per cent disagreement to 53 per cent agreement. These figures give emphasis to the earlier statement that County Superintendents are far more heterogeneous in their perceptions of the Average State Department Member in 1960 than they were in 1959.

When the composite description of the Ideal Department Member given by Assistant County Superintendents in 1959 and 1960 were compared, an overlap of about 66 per cent was found -- not much change had occurred in their descriptions.

In 1959, Assistant Superintendents agreed among themselves about 21 per cent on what the Ideal State Department Member would be like. As individuals, their agreements

ranged from one per cent agreement to 45 per cent agreement. In 1960, the average agreement was about 2 per cent with a range of agreement from 14 per cent disagreement to 23 per cent agreement. Obviously, Assistant Superintendents have a less clear picture, in 1960, of what an Ideal State Department Member would be like, but about the same range of differences in opinion.

The composite description of the Average Department Member given by Assistant Superintendents in 1959 overlapped about 58 per cent with the same composite obtained from the 1960 testing. Considerable change had occurred in this description.

In 1959, the Assistant Superintendent's composite description of the Average Department Member agreed, on the average, 14 per cent with the individual descriptions given by the group. There was a range of agreement from 23 per cent disagreement to 41 per cent agreement. In 1960, the average agreement of the Assistant Superintendents with the new composite was about 17 per cent, with a range of agreement from one per cent to 32 per cent. These data may be interpreted to mean that although the Assistant Superintendents have not increased the size of their average agreement, there is somewhat less disagreement among the group as a whole about the role being performed by the Average Department Member. On the whole, the data show little change in perceptions of the Assistant Superintendents.

As mentioned previously, the 1959 composite description of the Average County Superintendent, as given by State Department Members, was almost an exact duplicate of the 1960 composite given by the same group. Quite obviously, there was no significant change in the description. In 1959, the State Department Members, as individuals, agreed on the average about 16 per cent with the composite description with a range of agreements from zero agreement to about 45 per cent agreement.

In 1960, the State Department Members, as individuals, agreed with the new composite description of the Average County Superintendent an average of 35 per cent with a range of one per cent to 59 per cent agreement. Thus, although the composite description did not change, agreement with the composite description underwent considerable change. State Department Members are much more "of one mind" in regard to the current

role of County Superintendents than they were in 1959. This change is difficult to account for. If the decreased agreement of the County Superintendents about what the Average State Department Member is like came about through increased contact, how do we account for the increased amount of agreement of State Department Members?

In 1959, State Department Members agreed, as individuals, about 31 per cent with the composite description given by the total group of the Ideal County Superintendent. Agreement with the composite ranged from zero agreement to 71 per cent agreement. When this same composite was determined from the 1960 descriptions, the average agreement was found to be 35 per cent with a range from one per cent to 59 per cent agreement. Obviously, there had been little change in the role of the Ideal County Superintendent projected by State Department Members. This lack of change is suggested also by the correlation coefficient of .88 in the table, which shows that the 1959 and 1960 composites overlap about 77 per cent. In other words, little evidence exists to suggest that State Department Members idealize a different role for County Superintendents in 1960 than they did in 1959.

When the descriptions of the Ideal County Superintendent given by County Superintendents in 1959 were summed and then compared with the description given by each Superintendent, an average amount of agreement of 30 per cent was obtained. The range of agreements was from 26 per cent disagreement to about 56 per cent agreement. In 1960, the comparable average was 28 per cent with a range from three per cent to 58 per cent agreement. Superintendents apparently have not changed measurably in their role perceptions. This conclusion is supported by the 64 per cent overlap between the 1959 and 1960 composites.

Descriptions of the Average County Superintendent were not obtained from the County Superintendents in 1959, but were in 1960. Because of this, changes cannot be analyzed, but the 1960 composites are included in the appendix.

When the descriptions of the Ideal County Superintendent given by Assistant County Superintendents in 1959 were summed, an average amount of overlap of nine per cent was obtained. The range of agreements with the composites was from

one per cent to about 53 per cent. For the 1960 composite, the average amount of agreement was 27 per cent with a range from seven per cent to 48 per cent. This would indicate that Assistant Superintendents were more in agreement in 1960 than in 1959 about what an ideal Superintendent would be like. This change is reflected in the fact that an agreement of only 59 per cent was present between the two composites.

In 1960, the Assistant Superintendents described the role of the Average County Superintendent. This composite is also appended, but no discussion of change will be made since this description was not included in the 1959 battery.

Aside from the factor analysis of the composite descriptions, which will be discussed below, certain summary statements may be made at this time. Evidence exists to support the conclusion that change is occurring in role perceptions of Average and Ideal State Department Members and County Superintendents. In general, these changes seem to be toward less agreement with what the current practice is and with more agreement with what the ideal practice should be, although notable exceptions to this generalization have already been pointed out. It may be safely concluded that change is occurring and that greater opportunity for interaction is perhaps destroying stereotypes and helping to create greater unanimity in regard to ideals.

The Factor Analysis

In February of 1960, a report of a factor analysis of the ten composites resulting from the 1959 testing was made to members of the State Department of Education and the County Superintendents in a joint meeting at Charleston. Since this analysis involved only a ten by ten matrix, it was necessarily incomplete. When these ten composites were combined with the eleven composites of the retest, the result gave a 21 by 21 matrix from which the factors can be extracted more reliably. A larger matrix usually allows for the emergence of more factors and the factors are more clearly defined. In addition, the 21 by 21 matrix permits

an examination of the factor matrix both at the beginning and the end of the one year period. The following factor analysis supercedes that given in February, 1960. and 1960 is present. The changes which occurred did not measurably affect

A look at the table shows that five factors were extracted from the matrix in contrast to the three factors which appeared in the 1959 matrix. However, it is obvious that Factors IV and V contribute little to the descriptions. Factor IV appears to have a significant loading only in the description of the Average County Superintendents as described by County Superintendents. In this respect, County

Superintendents describe themselves differently than they are described by members of the State Department or Assistant Superintendents.

Factor I is obviously a State Department factor. The highest loadings are

in descriptions 1, 2, 5, 6, 8, 9, 11, 14, 15, 18, and 19, all of which are descriptions of State Department roles -- either average or ideal -- given by State Department Members, County Superintendents, or Assistant County Superintendents. Assistant County Superintendents in 1959, the Average Department Member as described by County Superintendents in 1960, the Average County Superintendent as described by Assistant County Superintendents in 1960, and the Ideal County Superintendent

as described by Assistant Superintendents in 1960. In none of these descriptions is the amount of the factor large.

The first ten descriptions in the table were obtained in 1959 and the last eleven in 1960. Because of this it is possible to compare, on another basis, the role descriptions given in the two periods. When we do this, we note that the factor descriptions did not change significantly for the two periods. Striking similarity exists between the 1959 and 1960 factors. For example, loadings on the five factors for the Ideal Department Member as described by State Department Members in 1959 were .86, -.32, -.17, .09 and .17, respectively. In 1960, these loadings were .86, -.32, -.25, .15 and .14. As another example, loadings for the Ideal County Superintendent as described by County Superintendents in 1959 were .38, -.77, .20, .06 and -.05. In 1960, these were .47, -.79, .15, -.10 and .07. In fact, the factor loadings for the 1959 descriptions were almost identical in every pair where there

was an equivalent 1960 description. This finding underwrites the conclusion that insofar as the composites are concerned, little evidence of change between 1959 and 1960 is present. The changes which occurred did not measurably effect the factor descriptions.

Since the factors are better defined from the present matrix, some attempt should be made to describe the factors, for this description makes it possible to see how each group is described.

Factor I

Factor I is obviously a State Department factor. The highest loadings are in descriptions 1, 2, 5, 6, 8, 9, 11, 14, 15, 18, and 19, all of which are descriptions of State Department roles -- either average or ideal -- given by State Department Members, County Superintendents, or Assistant County Superintendents. This factor is used in descriptions of County Superintendents, but not to the same degree.

Factor I has been labeled SERVICE. It is best defined in terms of the Q-sort items which it includes. At the higher end of the factor (the positive end) appear items such as:

- Continuously redefine Department's role
- Work with counties through teams of consultants
- Provide specialists to advise county schools
- Provide professional resources needed by county groups
- Administer the Foundation program
- Interpret school laws and regulations
- Experiment with ways to improve service to local schools.

At the lower end of the factor appear items such as:

- Stimulate county to move (Note: Since this is at the negative end of the factor, this is interpreted to mean that this is not a "stimulating" item, but that the service provided follows local needs and does not stimulate them.)

Initiate reforms in the State's educational system

Hold planning meetings regularly

Make provision for in-service growth of Department personnel

Experiment with ways to improve local schools.

We should keep in mind that the appearance of an item on a factor at the negative end of the factor does not mean that this item is not important in the total description. Indeed, such an item may be placed at the high end of another factor. Its appearance at the low end of a factor only indicates that it helps to define the opposite of this particular factor.

Factor II

Factor II is interesting in that all of the significant loadings in the factor are negative. Too, most of the significant loadings in Factor II pertain to descriptions of the Ideal County Superintendent. Accordingly, Ideal County Superintendents would have high negative loadings in the factor. All average descriptions have lower negative loadings (closer to zero) in Factor II than do the ideal descriptions.

The negative mathematical aspects of the factor may be confusing. In the form in which it exists, the positive end seems to be concerned with "no change" or the status quo, while the negative end relates to "promoting change." We have, therefore, taken the privilege of reversing the factor and labeling it PROMOTING CHANGE. The reader should remind himself that under these conditions, the higher the negative loading in the factor, the greater is the description concerned with promoting change. For example, composite number 4, Ideal County Superintendent as described by State Department Members, has a loading of $-.82$ on this factor. This means that, from the point of view of the State Department Members, the Ideal Superintendent's work would be characterized by a high level of activity which is intended to help promote change.

The factor is best defined in terms of some of the items contained in it.

At the positive end of the factor (as reversed), the following items are typical:

- Encourage teachers to experiment with new techniques
- Cooperate with State Department in efforts to improve instruction
- Seek to improve my professional competence
- Plan workshops for county personnel
- Develop professional leadership in the local schools
- Hire competent staff personnel
- Make provisions for in-service growth of personnel.

At the negative end of the factor (again, as reversed), the following items appear:

- Check reports from local schools
- Distribute information to principals and teachers
- Interpret school laws and regulations to the community
- Expect report of teacher weaknesses from instructional supervisor
- Let each principal run his own school (an interesting item to appear here, since it definitely suggests that the Ideal Superintendent would not divorce himself from the responsibility for promoting change).

Factor III

Factor III is an Average County Superintendent factor. The best description of this factor is given in the description of the Average County Superintendent as described by State Department Members in 1960. This description has a loading of .99 on this factor, which means that the composite description is identical with the factor. The factor is a negative one in terms of desirability, since loadings in the average descriptions are invariably higher than they are in the ideal descriptions.

Factor III has been labeled CONTROL because of the items which define it. At the higher end of the factor appear items such as:

Secure uniform operations with respect to county school board rules and regulations

Seek support of lay groups for school policy (Note: This item does not say to work with lay groups to help define policy.)

Run an efficient central office

Advise school board on educational policy

Maintain minimum standards of teacher certification in hiring teachers

Seek ways to improve support of school by local school patrons

Keep county board posted on educational conditions in the county

Work with local schools through supervisors

Advise principals and teachers.

At the lower end of the factor appear items such as:

Foster diversity in local school programs

Seek out resources for local groups

Promote community change through the schools

Encourage teachers to experiment with new techniques

Involve the people in the determination of educational policy

Assist local schools in making educational surveys

Encourage local school improvement policies.

Factor IV

Factor IV appears in a significant amount only in the description of the Average County Superintendent given by Assistant Superintendents in 1960. When used by this group, it is with a negative connotation since the Ideal County Superintendent as described by Assistant Superintendents would not be positively loaded in this factor. This factor is difficult to label. It has definite notions of paternalism, but more so in terms of the Superintendent as the "overseer" of the educational enterprise. The factor represents a type of control, but it is also a pattern in which the Superintendent represents and is responsible for the importance to attempt to interpret it.

educational enterprise. The Superintendent who is distinguished by this factor guides activities, develops a uniform curriculum, maintains harmonious relations with influential citizens, maintains a professional library for the staff, and sees that minimum subject matter standards are maintained in the various grades. Although it is recognized that the label is somewhat of an overstatement of the factor description, to emphasize certain qualities of the factor, we have labeled it as BIG BROTHER. Perhaps a look at the items which define it will be of assistance in our understanding.

At the higher end of the factor, we have the following type of items:

Guides activities of principals and teachers organizations

Develops a uniform county curriculum

Maintains harmonious relations with influential citizens

Administers the Foundation program

Assists local schools in making educational surveys

Sees that minimum subject matter standards are maintained in the various grades.

Of equal importance in defining the factor are the items which appear at the negative end of the factor:

Hires competent staff personnel

Runs an efficient office

Holds planning meetings regularly

Experiments with ways to improve service to local schools

Both the positive and negative items suggest that BIG BROTHER is concerned primarily with the activities of other people -- not himself. Perhaps the term OVERSEER would be more appropriate.

We will not attempt a definition of Factor V or a label for it. This factor is used only slightly by any group and the differences between average and ideal descriptions is only negligible. The factor is too confused and of too little importance to attempt to interpret it.

Role Descriptions

By use of the factors (I through IV) we can attempt a description of each of the groups. The State Department describes itself as highly service orientated with a small amount of control. County Superintendents and Assistant Superintendents agree with this description, but suggest that the Department may be even more service orientated and less control centered than the Department Members believe.

State Department Members believe that to be ideal they would be even more service orientated and much of this activity would be directed toward promoting change. County Superintendents and Assistant Superintendents agree that the ideal Department Member would be service orientated, but they see less of the aspect of promoting change in this ideal role. Since the Superintendents and Assistant Superintendents idealize a role of promoting change as a role for the Superintendent, what is probably implied is, "You serve us and we will promote the change."

According to the State Department Members, the Average Superintendent at present is serving only in the role of control. The 1960 description says that all of the role of the Average Superintendent is encompassed by the notion of control.

County Superintendents do not agree with this description, but in effect they say, "We are not, but we can't say what we are." Indeed, the only significant factor which the County Superintendents use is Factor IV, Big Brother. It is probably safe to say that, according to their own descriptions, County Superintendents have not abstracted a consistent role for themselves as described by the factors in the matrix.

Assistant Superintendents, in describing the Average County Superintendent, agree with neither the State Department Members nor with County Superintendents. They say that the Average Superintendent is involved somewhat in service, somewhat in promoting change, and even more so in controlling. It is interesting and probably important to note that Assistant Superintendents see the Superintendent in a way quite different from that in which the Superintendent sees himself.

The Ideal County Superintendent, according to State Department Members, would be giving a good deal of service to his county, but to a much greater degree he would

be concerned with promoting change. This is quite in contrast to what the State Department Members presently believe the County Superintendent is like. Whereas he should be serving and promoting change, at present he is only controlling.

Superintendents and Assistant Superintendents agree with the State Department Members about what the Ideal Superintendent would be like, but they make one important exception. To both of the former groups, the Ideal Superintendent would not exert much control, but control he would. While he is providing service and promoting change he would also control, to a small degree, what was going on in the system. *

A Word of Summary

Based on the 1959 and 1960 testing of the members of the State Department of Education, County Superintendents, and Assistant Superintendents, we can offer some conclusions beyond those given in the 1960 reports.

There appears to be no reason to believe that any of the three groups experienced a significant change in their attitudes toward themselves or toward other people. Neither does there appear to have been much change in leadership potential. In 1959, the groups were quite accepting of themselves and other people and displayed considerable leadership potential. This state of affairs had not changed by 1960.

In terms of role perceptions, each of the groups seems to have undergone more change in regard to what they believe the other group is like and considerably less in what they idealize either for themselves or for the other group. Some change in role perception is evident, but stability in role perception is more the keynote.

Finally, significant differences exist among the groups in how they see themselves and how they are seen, and in how they see their ideals and how these ideals are seen by others. There is less difference in perception of ideal roles among the groups than there is in perceptions of current roles.

IDEAL STATE DEPARTMENT MEMBER AS DESCRIBED
BY STATE DEPARTMENT MEMBERS, 1960

Most Important

20. Create educational opportunities for the people of the State.

Next Most Important

36. Continuously evaluate the effectiveness of Department activities.
55. Foster effort to improve quality of teaching.

Third Most Important

5. Work with counties through teams of consultants.
6. Provide specialists to advise county schools.
16. Stimulate counties to move.
17. Encourage local school improvement projects.
19. Coordinate educational resources within the State.
78. Make provision for in-service growth of Department personnel.

APPENDIX

Fourth Most Important

12. Foster diversity in local school programs.
15. Respond to local initiative.
18. Initiate reforms in the State's educational system.
29. Involve the people in the determination of educational policy.
32. Develop professional leadership at the local level.
34. Provide professional resources needed by county groups.
53. Recruit competent staff personnel.
54. Continuously redefine Department's role.
66. Advise State Board on educational policy.
79. Make available research resource to local counties.
82. Experiment with ways to improve service to local school systems.

1960 Composites

Above Average Importance

21. Satisfy the educational demands of the people.
22. Employ widely accepted practice in governmental operations.
36. Work with national groups to improve public education.
39. Promote social changes through the schools.
45. Administer the Foundation program.
48. Keep Legislature posted on educational conditions in the State.
55. Maintain a public relations program.
59. Seek available Federal funds for State use.
60. Facilitate intra-staff communication in Department.
61. Provide orientation for new staff personnel.
62. Provide opportunity for staff attendance at professional conferences.
67. Interpret school laws and regulations.
71. Remain available to local systems.
72. Convene conferences of local administrators regarding school affairs.

Ideal State Department Member as described by State Department Members
(Continued)

**IDEAL STATE DEPARTMENT MEMBER AS DESCRIBED
BY STATE DEPARTMENT MEMBERS, 1960**

Average Importance

1. Provide assistance to professional associations.

11. Assign consultants to school system.

Most Important

20. Create educational opportunities for the people of the State.

10. Operate administrative procedure on the local level.

Next Most Important

26. Continuously evaluate the effectiveness of Department activities.

65. Foster effort to improve quality of teaching.

17. Survey local conditions as a source of policy.

Third Most Important

10. Maintain continuous contact with key legislative groups.

5. Work with counties through teams of consultants.

6. Provide specialists to advise county schools.

16. Stimulate counties to move.

17. Encourage local school improvement projects.

19. Coordinate educational resources within the State.

78. Make provision for in-service growth of Department personnel.

Fourth Most Important

12. Foster diversity in local school programs.

15. Respond to local initiative.

18. Initiate reforms in the State's educational system.

29. Involve the people in the determination of educational policy.

32. Develop professional leadership at the local level.

34. Provide professional resources needed by county groups.

53. Recruit competent staff personnel.

54. Continuously redefine Department's role.

66. Advise State Board on educational policy.

79. Make available research resource to local counties.

82. Experiment with ways to improve service to local school systems.

Above Average Importance

20. Develop operational guides for local school personnel.

21. Satisfy the educational demands of the people.

22. Employ widely accepted practice in Departmental operations.

36. Work with national groups to improve public education.

39. Promote social changes through the schools.

45. Administer the Foundation program.

48. Keep Legislature posted on educational conditions in the State.

55. Maintain a public relations program.

59. Seek available Federal funds for State use.

60. Facilitate intra-staff communication in Department.

61. Provide orientation for new staff personnel.

62. Provide opportunity for staff attendance at professional conferences.

67. Interpret school laws and regulations.

71. Remain available to local systems.

72. Convene conferences of local administrators regarding school affairs.

81. Publish directory of professional personnel in the State.

Ideal State Department Member as described by State Department Members
(Continued)

Average Importance

1. Provide assistance to professional associations.
4. Hold clinics for local professional groups.
7. Assign consultants to school system.
8. Advise County Superintendents.
10. Upgrade administrative procedure on the local level.
13. Secure uniform operations with respect to State School Board rules and administrative procedures.
24. Keep Departmental practice abreast of surrounding states.
33. Work through established lay leadership.
37. Survey local conditions as a source of policy.
47. Administer disposition of Federal funds to local systems.
50. Maintain continuous contact with key legislative groups.
52. Assist counties in making educational surveys.
57. Establish mutual working agreements with other states.
64. Hold planning meetings regularly.
75. Prepare and submit annual reports of school conditions to the Governor and Legislature.
84. Maintain information service for the public.

Below Average Importance

3. Plan workshops for county personnel.
9. Distribute information to County Superintendents.
14. Orient new county administrative personnel.
28. Sell the school program to the public.
30. Consult local school groups regarding changes in Department policy.
31. Maintain harmonious relations with influential citizens groups.
35. Seek out resources for local groups.
46. Maintain records relevant to the State public schools.
56. Sponsor accreditation of local schools by regional agencies.
68. Maintain minimum standards of teacher certification.
73. See that minimum subject matter standards are maintained in the various grades.
76. Raise the standard of auxiliary services in local schools.
80. Develop operational guides for local school personnel.
83. Seek ways to improve financial support of school by local school patrons.

Fourth From Least Important

2. Guide activities of principal and teacher organizations.
11. Encourage development of uniform statewide curriculum.
27. Seek support of lay groups for Departmental policy.
38. Check teacher qualifications.
41. Publish periodic newsletter.
43. Distribute professional publications.
44. Approve school building plans.
58. Publish annual statistical reports.
63. Maintain professional library for Department staff.
74. See that the public school buildings of the State are safe.
81. Publish directory of professional personnel in the State.

**Ideal State Department Number as described by State Department Numbers
(Continued)**

Third From Least Important

35. Lead fight against critics of education.
40. Lay down requirements for teacher certification.
42. Maintain teacher placement service.
51. Collect data for County School Board.
69. Keep up morale of local professional personnel.
70. Make regular visits to county schools.

Next To Least Important

49. Lobby in Legislature for education.
77. Carry out measures to remove officials guilty of dishonesty, neglect, or insubordination.

Least Important

23. Adhere to an established pattern of operation.

Fourth From Least Important

1. Provide assistance to advise county schools.
2. Advise County Superintendents.
18. Release returns to the State's educational system.
25. Insure the degree of the dissemination of educational policy.
38. Develop professional leadership in the local level.
53. Assist counties in making educational progress.
56. Work with national groups in making public education.
54. Continuously evaluate Department's work.
57. Maintain a public relations program.
7. Establish mutual working agreements with other states.
46. Advise State Board of Educational Policy.

Fifth From Least Important

11. Provide assistance to professional associations.
9. Discharge information to County Superintendents.
41. Assist diversity in local school programs.
19. Respond to local initiative.
33. Tell the school program to the public.
79. Consult local school groups regarding changes in Department policy.
12. Administer the foundation program.
45. Keep Legislature aware of educational conditions in the State.
31. Assist important staff personnel.
65. Facilitate inter-agency cooperation in Department.
67. Insure school law and regulations.
63. Maintain efficient standards of teacher certification.
32. Convene conferences of local administrators regarding school affairs.
28. Make provision for cooperative growth of Department personnel.

IDEAL STATE DEPARTMENT MEMBER AS DESCRIBED
BY COUNTY SUPERINTENDENT, 1960

Most Important

65. Foster effort to improve quality of teaching.

Next Most Important

26. Continuously evaluate the effectiveness of Department activities.
82. Experiment with ways to improve service to local school systems.

Third Most Important

5. Work with counties through teams of consultants.
16. Stimulate counties to move.
17. Encourage local school improvement projects.
19. Coordinate educational resources within the State.
20. Create educational opportunities for the people of the State.
34. Provide professional resources needed by county groups.

Fourth Most Important

6. Provide specialists to advise county schools.
8. Advise County Superintendents.
18. Initiate reforms in the State's educational system.
29. Involve the people in the determination of educational policy.
32. Develop professional leadership at the local level.
32. Assist counties in making educational surveys.
36. Work with national groups to improve public education.
54. Continuously redefine Department's role.
55. Maintain a public relations program.
57. Establish mutual working agreements with other states.
66. Advise State Board on educational policy.

Above Average Importance

1. Provide assistance to professional associations.
9. Distribute information to County Superintendents.
12. Foster diversity in local school programs.
15. Respond to local initiative.
28. Sell the school program to the public.
30. Consult local school groups regarding changes in Department policy.
45. Administer the Foundation program.
48. Keep Legislature posted on educational conditions in the State.
53. Recruit competent staff personnel.
60. Facilitate intra-staff communication in Department.
67. Interpret school law and regulations.
68. Maintain minimum standards of teacher certification.
72. Convene conferences of local administrators regarding school affairs.
78. Make provision for in-service growth of Department personnel.
81. Maintain professional library for Department staff.
85. Keep up records of local professional personnel.
88. Make regular visits to county schools.

Ideal Department Member as described by County Superintendent
(Continued)

Average Importance

7. Assign consultants to school system.
10. Upgrade administrative procedure on the local level.
14. Orient new county administrative personnel.
22. Employ widely accepted practice in Departmental operations.
24. Keep Departmental practice abreast of surrounding states.
33. Work through established lay leadership.
37. Survey local conditions as a source of policy.
44. Approve school building plans.
47. Administer disposition of Federal funds to local systems.
50. Maintain continuous contact with key legislative groups.
61. Provide orientation for new staff personnel.
62. Provide opportunity for staff attendance at professional conferences.
64. Hold planning meetings regularly.
71. Remain available to local systems.
75. Prepare and submit annual reports of school conditions to the Governor and Legislature.
84. Maintain information service for the public.

Below Average Importance

2. Guide activities of principal and teacher organizations.
3. Plan workshops for county personnel.
13. Secure uniform operations with respect to State School Board rules and administrative procedures.
17. Seek support of lay groups for Departmental policy.
26. Seek out resources for local groups.
39. Promote social changes through the schools.
46. Maintain records relevant to the State public schools.
56. Sponsor accreditation of local schools by regional agencies.
73. See that minimum subject matter standards are maintained in the various grades.
74. See that the public school buildings of the State are safe.
76. Raise the standard of auxiliary services in local schools.
79. Make available research resources to local counties.
80. Develop operational guides for local school personnel.
83. Seek ways to improve financial support of school by local school patrons.

Fourth From Least Important

4. Hold clinics for local professional groups.
21. Satisfy the educational demands of the people.
25. Lead fight against critics of education.
31. Maintain harmonious relations with influential citizens groups.
38. Check teacher qualifications.
40. Lay down requirements for teacher certification.
43. Distribute professional publications.
59. Seek available Federal funds for State use.
63. Maintain professional library for Department staff.
69. Keep up morale of local professional personnel.
70. Make regular visits to county schools.

Ideal Department Member as described by County Superintendent
(Continued)

Third From Least Important

- 11. Encourage development of uniform Statewide curriculum.
- 41. Publish periodic newsletter.
- 49. Lobby in Legislature for education.
- 58. Publish annual statistical reports.
- 77. Carry out measures to remove officials guilty of dishonesty, neglect, or insubordination.
- 81. Publish directory of professional personnel in the State.

Next To Least Important

- 42. Maintain teacher placement service.
- 51. Collect data for County School Board.

Least Important

- 23. Adhere to an established pattern of operation.

IDEAL DEPARTMENT MEMBER AS DESCRIBED
(CONTINUED)

IDEAL DEPARTMENT MEMBER AS DESCRIBED
BY ASSISTANT COUNTY SUPERINTENDENTS, 1960

Most Important

18. Initiate reforms in the State's educational system.

Next Most Important

26. Continuously evaluate the effectiveness of Department activities.
53. Recruit competent staff personnel.

Third Most Important

16. Stimulate counties to move.
19. Coordinate educational resources within the State.
54. Continuously redefine Department's role.
55. Maintain a public relations program.
65. Foster effort to improve quality of teaching.
66. Advise State Board on educational policy.

Fourth Most Important

5. Work with counties through teams of consultants.
6. Provide specialists to advise county schools.
8. Advise County Superintendents.
17. Encourage local school improvement projects.
20. Create educational opportunities for the people of the State.
28. Sell the school program to the public.
29. Involve the people in the determination of educational policy.
34. Provide professional resources needed by county groups.
48. Keep Legislature posted on educational conditions in the State.
64. Hold planning meetings regularly.
78. Make provision for in-service growth of Department personnel.

Above Average Importance

9. Distribute information to County Superintendents.
13. Secure uniform operations with respect to State School Board rules and administrative procedures.
22. Employ widely accepted practice in Departmental operations.
36. Work with national groups to improve public education.
45. Administer the Foundation program.
47. Administer disposition of Federal funds to local systems.
52. Assist counties in making educational surveys.
61. Provide orientation for new staff personnel.
62. Provide opportunity for staff attendance at professional conferences.
67. Interpret school laws and regulations.
68. Maintain minimum standards of teacher certification.
73. Prepare and submit annual reports of school conditions to the Governor and Legislature.
82. Experiment with ways to improve service to local school systems.
84. Maintain information service for the public.

**Ideal Department Member as described by Assistant County Superintendents
(Continued)**

Average Importance

4. Hold clinics for local professional groups.
7. Assign consultants to school system.
12. Foster diversity in local school programs.
15. Respond to local initiative.
27. Seek support of lay groups for Departmental policy.
32. Develop professional leadership at the local level.
38. Check teacher qualifications.
40. Lay down requirements for teacher certification.
46. Maintain records relevant to the State public schools.
50. Maintain continuous contact with key legislative groups.
56. Sponsor accreditation of local schools by regional agencies.
57. Establish mutual working agreements with other states.
59. Seek available Federal funds for State use.
60. Facilitate intra-staff communication in Department.
72. Convene conferences of local administrators regarding school affairs.
79. Make available research resources to local counties.

Below Average Importance

1. Provide assistance to professional associations.
10. Upgrade administrative procedure on the local level.
14. Orient new county administrative personnel.
21. Satisfy the educational demands of the people.
24. Keep Department practice abreast of surrounding states.
25. Lead fight against critics of education.
30. Consult local school groups regarding changes in Department policy.
31. Maintain harmonious relations with influential citizens groups.
33. Work through established lay leadership.
44. Approve school building plans.
71. Remain available to local systems.
73. See that minimum subject matter standards are maintained in the various grades.
74. See that the public school buildings of the State are safe.
80. Develop operational guides for local school personnel.

Fourth From Least Important

2. Guide activities of principal and teacher organizations.
3. Plan workshops for county personnel.
35. Seek out resources for local groups.
37. Survey local conditions as a source of policy.
41. Publish periodic newsletter.
51. Collect data for County School Board.
58. Publish annual statistical reports.
63. Maintain professional library for Department staff.
69. Keep up morale of local professional personnel.
70. Make regular visits to county schools.
83. Seek ways to improve financial support of school by local school patrons.

**Ideal Department Member as described by Assistant County Superintendents
(Continued)**

Third From Least Important

11. Encourage development of uniform Statewide curriculum.
23. Adhere to an established pattern of operation.
39. Promote social changes through the schools.
43. Distribute professional publications.
49. Lobby in Legislature for education.
76. Raise the standard of auxiliary services in local schools.

Second From Least Important

42. Maintain teacher placement service.
77. Carry out measures to remove officials guilty of dishonesty, neglect, or insubordination.

Least Important

81. Publish directory of professional personnel in the State.

Fourth Most Important

6. Provide specialists to advise county schools.
30. Distribute information to County Superintendents.
12. Foster diversity in local school programs.
17. Encourage local school improvement projects.
10. Initiate reform in the State's educational system.
14. Develop professional leadership at the local level.
36. Work with national groups to improve public education.
44. Encourage cooperation in research teams in local systems.
40. Have legislature posted on educational conditions in the State.
72. Convene conferences of local administrators regarding school affairs.
78. Make provision for in-service growth of Department personnel.

Fifth Most Important

5. Advise County Superintendents.
18. Upgrade administrative procedure at the local level.
25. Involve the people in the determination of educational policy.
38. Conduct local school groups regarding changes in Department policy.
32. Check teacher qualifications.
46. Administer a foundation program.
52. Assist counties in making educational surveys.
68. Increase accreditation of local schools by regional agencies.
62. Provide opportunity for staff attendance at professional conferences.
28. Hold planning meetings regularly.
60. Organize school fairs and exhibitions.
64. Maintain minimum standards of teacher certification.
71. Establish standards in local system.
75. Make available research facilities to local counties.

Average Department Member AS DESCRIBED BY
(Continued) COUNTY SUPERINTENDENT, 1960

Average Importance

Most Important

65. Foster effort to improve quality of teaching.

Next Most Important

54. Continuously redefine Department's role.
82. Experiment with ways to improve service to local school systems.

Third Most Important

5. Work with counties through teams of consultants.
16. Stimulate counties to move.
19. Coordinate educational resources within the State.
20. Create educational opportunities for the people of the State.
26. Continuously evaluate the effectiveness of Department activities.
34. Provide professional resources needed by county groups.

Fourth Most Important

6. Provide specialists to advise county schools.
9. Distribute information to County Superintendents.
12. Foster diversity in local school programs.
17. Encourage local school improvement projects.
18. Initiate reforms in the State's educational system.
32. Develop professional leadership at the local level.
36. Work with national groups to improve public education.
47. Administer disposition of Federal funds to local systems.
48. Keep Legislature posted on educational conditions in the State.
72. Convene conferences of local administrators regarding school affairs.
78. Make provision for in-service growth of Department personnel.

Above Average Importance

8. Advise County Superintendents.
10. Upgrade administrative procedure on the local level.
29. Involve the people in the determination of educational policy.
30. Consult local school groups regarding changes in Department policy.
38. Check teacher qualifications.
45. Administer the Foundation program.
52. Assist counties in making educational surveys.
56. Sponsor accreditation of local schools by regional agencies.
62. Provide opportunity for staff attendance at professional conferences.
64. Hold planning meetings regularly.
67. Interpret school laws and regulations.
68. Maintain minimum standards of teacher certification.
71. Remain available to local system.
79. Make available research resources to local counties.

Average Department Member as described by County Superintendent
(Continued)

Average Importance

1. Provide assistance to professional associations.
3. Plan workshops for county personnel.
7. Assign consultants to school system.
14. Orient new county administrative personnel.
15. Respond to local initiative.
37. Survey local conditions as a source of policy.
39. Promote social changes through the schools.
44. Approve school building plans.
53. Recruit competent staff personnel.
55. Maintain a public relations program.
57. Establish mutual working agreements with other states.
61. Provide orientation for new staff personnel.
66. Advise State Board on educational policy.
74. See that the public school buildings of the State are safe.
75. Prepare and submit annual reports of school conditions to the Governor and Legislature.
83. Seek ways to improve financial support of school by local school patrons.

Below Average Importance

4. Hold clinics for local professional groups.
13. Secure uniform operations with respect to State School Board rules and administrative procedures.
21. Satisfy the educational demands of the people.
22. Employ widely accepted practice in Departmental operations.
28. Sell the school program to the public.
33. Work through established lay leadership.
35. Seek out resources for local groups.
46. Maintain records relevant to the State public schools.
49. Lobby in Legislature for education.
50. Maintain continuous contact with key legislative groups.
60. Facilitate intra-staff communication in Department.
76. Raise the standard of auxiliary services in local schools.
80. Develop operational guides for local school personnel.
81. Publish directory of professional personnel in the State.

Fourth From Least Important

2. Guide activities of principal and teacher organizations.
24. Keep Departmental practice abreast of surrounding states.
25. Lead fight against critics of education.
31. Maintain harmonious relations with influential citizens groups.
40. Lay down requirements for teacher certification.
41. Publish periodic newsletter.
43. Distribute professional publications.
58. Publish annual statistical reports.
59. Seek available Federal funds for State use.
69. Keep up morale of local professional personnel.
84. Maintain information service for the public.

AVERAGE DEPARTMENT MEMBER AS DESCRIBED

Average Department Member as described by County Superintendent (Continued)

Third From Least Important

- 11. Encourage development of uniform Statewide curriculum.
- 27. Seek support of lay groups for Departmental policy.
- 51. Collect data for County School Board.
- 63. Maintain professional library for Department staff.
- 70. Make regular visits to county schools.
- 73. See that minimum subject matter standards are maintained in the various grades.

Third Most Important

Next To Least Important

- 4. Look to the State Department for supplementary resources.
- 42. Maintain teacher placement service.
- 77. Carry out measures to remove officials guilty of dishonesty, neglect, or insubordination.
- 67. Interpret school laws and regulations to the community.
- 61. Administer minimum standards of teacher certification in hiring teachers.

Least Important

- 23. Adhere to an established pattern of operation.

- 16. Stimulate local schools to move.
- 17. Encourage local school improvement projects.
- 18. Insist on reform in the county's education system.
- 34. Provide professional resources needed by county groups.
- 47. Administer disposition of federal funds to local schools.
- 53. Hire competent staff personnel.
- 55. Maintain a public relations program.
- 58. Let each principal run his school.
- 60. Facilitate intra-staff communication.
- 78. Make provision for in-service growth of personnel.
- 82. Experiment with ways to improve service to local schools.

Above Average Importance

- 7. Cooperate with State Departments in efforts to improve instruction.
- 9. Distribute information to principals and teachers.
- 19. Coordinate educational resources within the county.
- 22. Employ widely accepted practices in administrative operations.
- 26. Continuously evaluate the effectiveness of staff activities.
- 36. Work with State groups to improve public education.
- 45. Administer the Foundation program.
- 48. Keep County Board posted on educational conditions in the county.
- 50. Maintain continuous contact with key county legislative groups.
- 56. Run an efficient central office.
- 61. Provide orientation for new staff personnel.
- 62. Provide opportunity for staff attendance at professional conferences.
- 72. Confer with principals regarding school affairs.
- 75. Make available research resources to local schools.

Average Department Member AS DESCRIBED
BY ASSISTANT COUNTY SUPERINTENDENTS, 1960

Most Important

65. Foster effort to improve quality of teaching.

Next Most Important

5. Work with local schools through supervisors.

8. Advise principals and teachers.

Third Most Important

6. Look to the State Department for supplementary resources.

40. Check reports from local schools.

54. Continuously redefine staff's role.

66. Advise school board on educational policy.

67. Interpret school laws and regulations to the community.

68. Maintain minimum standards of teacher certification in hiring teachers.

Fourth Most Important

16. Stimulate local schools to move.

17. Encourage local school improvement projects.

18. Initiate reforms in the county's education system.

34. Provide professional resources needed by county groups.

47. Administer disposition of Federal funds to local schools.

53. Hire competent staff personnel.

55. Maintain a public relations program.

59. Let each principal run his school.

60. Facilitate intra-staff communication.

78. Make provision for in-service growth of personnel.

82. Experiment with ways to improve service to local schools.

Above Average Importance

7. Cooperate with State Department in efforts to improve instruction.

9. Distribute information to principals and teachers.

19. Coordinate educational resources within the county.

22. Employ widely accepted practices in administrative operations.

26. Continuously evaluate the effectiveness of staff activities.

36. Work with State groups to improve public education.

45. Administer the Foundation program.

48. Keep County Board posted on educational conditions in the county.

50. Maintain continuous contact with key county legislative groups.

56. Run an efficient central office.

61. Provide orientation for new staff personnel.

62. Provide opportunity for staff attendance at professional conferences.

72. Confer with principals regarding school affairs.

79. Make available research resources to local schools.

76. Supervise auxiliary services in local schools.

81. Publish directory of professional personnel.

**Average Department Member as described by Assistant County Superintendents
(Continued)**

Average Importance

1. Provide assistance to professional associations.
10. Upgrade administrative procedure in the local schools.
12. Foster diversity in local school programs.
13. Secure uniform operations with respect to County School Board rules and administrative procedures.
20. Create educational opportunities for the people of the county.
24. Keep staff practice abreast of surrounding counties.
28. Sell the school program to the public.
29. Involve the people in the determination of educational policy.
32. Develop professional leadership in the local schools.
38. Check teacher qualifications.
44. Approve school building plans.
46. Maintain records relevant to the county public schools.
57. Establish mutual working agreements with other school systems.
64. Hold planning meetings regularly.
75. Remain aloof from community issues.
84. Seek to improve my professional competence.

Below Average Importance

4. Hold clinics for local professional groups.
15. Respond to local school initiative.
27. Seek support of lay groups for school policy.
33. Work through established lay leadership.
35. Seek out resources for local groups.
37. Survey local conditions as a source of policy.
51. Collect data for County School Board.
52. Assist local schools in making educational surveys.
58. Publish annual statistical reports.
69. Keep up morale of local professional personnel.
70. Make regular visits to local schools.
71. Remain available to local schools for consultation.
74. See that the public school buildings of the county are safe.
80. Expect report of teacher weaknesses from instructional supervisors.

Fourth From Least Important

2. Guide activities of principal and teacher organizations.
3. Plan workshops for county personnel.
11. Develop uniform county curriculum.
14. Orient new county administrative personnel.
30. Consult local school groups regarding changes in school policy.
31. Maintain harmonious relations with influential citizens groups.
42. Maintain teacher recruiting program.
63. Maintain professional library for staff.
73. See that minimum subject matter standards are maintained in the various grades.
76. Supervise auxiliary services in local schools.
81. Publish directory of professional personnel.

IDEAL COUNTY SUPERINTENDENT AS MEMBER
OF COUNTY SUPERINTENDENTS, 1948

**Average Department Number as described by Assistant County Superintendents
(Continued)**

7. Cooperate with State Department in efforts to improve instruction.

Third From Least Important

21. Satisfy the educational demands of the people.
23. Adhere to an established pattern of operation.
41. Encourage teachers to experiment with new techniques.
43. Distribute professional publications.
49. Lobby for education in local governing body.
83. Seek ways to improve financial support of school by local school patrons.

Next To Least Important

25. Lead fight against critics of education.
39. Promote community change through the schools.

Least Important

77. Carry out measures to remove personnel guilty of dishonesty, neglect, or insubordination.

8. Advise principals and teachers.
10. Upgrade administrative procedure in the local schools.
11. Develop uniform county curriculum.
13. Secure uniform operations with reference to County School Board rules and administrative procedures.
17. Encourage local school improvement projects.
20. Create educational opportunities for the people of the county.
28. Sell the school program to the public.
36. Work with state groups to improve public education.
40. Facilitate inter-staff communication.
22. Confer with principals regarding school affairs.
60. Expect reports of teacher weaknesses from instructional supervisors.

Above Average Importance

2. Guide activities of principal and teacher organizations.
5. Work with local schools through supervisors.
9. Distribute information to principals and teachers.
18. Initiate reforms in the county's education system.
22. Employ widely accepted practices in administrative operations.
27. Seek support of lay groups for school policy.
32. Develop professional leadership in the local schools.
42. Maintain teacher recruiting program.
46. Maintain records relevant to the county public schools.
53. Hire competent staff personnel.
62. Provide opportunity for staff attendance at professional conferences.
63. Maintain professional library for staff.
74. See that the public school buildings of the county are safe.
75. Remain aloof from community issues.

IDEAL COUNTY SUPERINTENDENT AS DESCRIBED
BY COUNTY SUPERINTENDENTS, 1942

Most Important

7. Cooperate with State Department in efforts to improve instruction.

Next Most Important

55. Maintain a public relations program.
73. See that minimum subject matter standards are maintained in the various grades.

Third Most Important

31. Maintain harmonious relations with influential citizens groups.
45. Administer the Foundation program.
48. Keep County Board posted on educational conditions in the county.
52. Assist local schools in making educational surveys.
79. Make available research resources to local schools.
81. Publish directory of professional personnel.

Fourth Most Important

8. Advise principals and teachers.
10. Upgrade administrative procedure in the local schools.
11. Develop uniform county curriculum.
13. Secure uniform operations with respect to County School Board rules and administrative procedures.
17. Encourage local school improvement projects.
20. Create educational opportunities for the people of the county.
28. Sell the school program to the public.
36. Work with State groups to improve public education.
60. Facilitate intra-staff communication.
72. Confer with principals regarding school affairs.
80. Expect report of teacher weaknesses from instructional supervisors.

Above Average Importance

2. Guide activities of principal and teacher organizations.
5. Work with local schools through supervisors.
9. Distribute information to principals and teachers.
18. Initiate reforms in the county's education system.
22. Employ widely accepted practices in administrative operations.
27. Seek support of lay groups for school policy.
32. Develop professional leadership in the local schools.
42. Maintain teacher recruiting program.
46. Maintain records relevant to the county public schools.
53. Hire competent staff personnel.
62. Provide opportunity for staff attendance at professional conferences.
63. Maintain professional library for staff.
74. See that the public school buildings of the county are safe.
75. Remain aloof from community issues.

Ideal County Superintendent as described by County Superintendents
(Continued)

Average Importance

1. Provide assistance to professional associations.
3. Plan workshops for county personnel.
15. Respond to local school initiative.
16. Stimulate local schools to move.
19. Coordinate educational resources within the county.
21. Satisfy the educational demands of the people.
33. Work through established lay leadership.
34. Provide professional resources needed by county groups.
38. Check teacher qualifications.
41. Encourage teachers to experiment with new techniques.
44. Approve school building plans.
47. Administer disposition of federal funds to local schools.
51. Collect data for County School Board.
54. Continuously redefine staff's role.
71. Remain available to local schools for consultation.
76. Supervise auxiliary services in local schools.

Below Average Importance

6. Look to the State Department for supplementary resources.
14. Orient new county administrative personnel.
26. Continuously evaluate the effectiveness of staff activities.
29. Involve the people in the determination of educational policy.
30. Consult local school groups regarding changes in school policy.
35. Seek out resources for local groups.
39. Promote community change through the schools.
58. Publish annual statistical reports.
61. Provide orientation for new staff personnel.
66. Advise School Board on educational policy.
68. Maintain minimum standards of teacher certification in hiring teachers.
69. Keep up morale of local professional personnel.
78. Make provision for in-service growth of personnel.
84. Seek to improve my professional competence.

Fourth From Least Important

4. Hold clinics for local professional groups.
12. Foster diversity in local school programs.
23. Adhere to an established pattern of operation.
24. Keep staff practice abreast of surrounding counties.
37. Survey local conditions as a source of policy.
49. Lobby for education in local governing body.
57. Establish mutual working agreements with other school systems.
59. Let each principal run his school.
67. Interpret school laws and regulations to the community.
77. Carry out measures to remove personnel guilty of dishonesty, neglect, or insubordination.
83. Seek ways to improve financial support of school by local school patrons.

ideal County Superintendent as described by County Superintendents
(Continued)

Third From Least Important

- 40. Check reports from local schools.
- 43. Distribute professional publications.
- 50. Maintain continuous contact with key county legislative groups.
- 65. Foster effort to improve quality of teaching.
- 70. Make regular visits to local schools.
- 82. Experiment with ways to improve service to local schools.

Next To Least Important

- 56. Run an efficient central office.
- 64. Hold planning meetings regularly.

Least Important

- 25. Lead fight against critics of education.

IDEAL COUNTY SUPERINTENDENT AS DESCRIBED BY
STATE DEPARTMENT MEMBERS, 1943

Most Important

69. Foster effort to improve quality of teaching.

Second Most Important

16. Stimulate local schools to move.
53. Hire competent staff personnel.

Third Most Important

15. Respond to local school initiative.
17. Encourage local school improvement projects.
18. Initiate reforms in the county's education system.
19. Coordinate educational resources within the county.
41. Encourage teachers to experiment with new techniques.
82. Experiment with ways to improve service to local schools.

Fourth Most Important

7. Cooperate with State Department in efforts to improve instruction.
10. Upgrade administrative procedure in the local schools.
12. Foster diversity in local school programs.
20. Create educational opportunities for the people of the county.
26. Continuously evaluate the effectiveness of staff activities.
32. Develop professional leadership in the local schools.
34. Provide professional resources needed by county groups.
42. Maintain teacher recruiting program.
66. Advise School Board on educational policy.
78. Make provision for in-service growth of personnel.
84. Seek to improve my professional competence.

Above Average Importance

3. Plan workshops for county personnel.
5. Work with local schools through supervisors.
14. Orient new county administrative personnel.
21. Satisfy the educational demands of the people.
29. Involve the people in the determination of educational policy.
36. Work with State groups to improve public education.
39. Promote community change through the schools.
48. Keep County Board posted on educational conditions in the county.
54. Continuously redefine staff's role.
55. Maintain a public relations program.
61. Provide orientation for new staff personnel.
62. Provide opportunity for staff attendance at professional conferences.
72. Confer with principals regarding school affairs.
79. Make available research resources to local schools.
80. Conduct report of teacher workshops from instructional supervisors.

Ideal County Superintendent as described by State Department Member
(Continued)

Average Importance

6. Look to the State Department for supplementary resources.
8. Advise principals and teachers.
27. Seek support of lay groups for school policy.
28. Sell the school program to the public.
30. Consult local school groups regarding changes in school policy.
31. Maintain harmonious relations with influential citizens groups.
33. Work through established lay leadership.
35. Seek out resources for local groups.
37. Survey local conditions as a source of policy.
45. Administer the Foundation program.
60. Facilitate intra-staff communication.
64. Hold planning meetings regularly.
68. Maintain minimum standards of teacher certification in hiring teachers.
71. Remain available to local schools for consultation.
74. See that the public school buildings of the county are safe.
83. Seek ways to improve financial support of school by local school patrons.

Below Average Importance

1. Provide assistance to professional associations.
4. Hold clinics for local professional groups.
9. Distribute information to principals and teachers.
22. Employ widely accepted practices in administrative operations.
44. Approve school building plans.
46. Maintain records relevant to the county public schools.
47. Administer disposition of Federal funds to local schools.
50. Maintain continuous contact with key county legislative groups.
51. Collect data for County School Board.
52. Assist local schools in making educational surveys.
56. Run an efficient central office.
63. Maintain professional library for staff.
67. Interpret school laws and regulations to the community.
73. See that minimum subject matter standards are maintained in the various grades.

Fourth From Least Important

2. Guide activities of principal and teacher organizations.
11. Develop uniform county curriculum.
13. Secure uniform operations with respect to County School Board rules and administrative procedures.
25. Lead fight against critics of education.
38. Check teacher qualifications.
57. Establish mutual working agreements with other school systems.
58. Publish annual statistical reports.
69. Keep up morale of local professional personnel.
70. Make regular visits to local schools.
76. Supervise auxiliary services in local schools.
80. Expect report of teacher weaknesses from instructional supervisors.

ideal County Superintendent as described by State Department Number
(Continued)

Third From Least Important

24. Keep staff practice abreast of surrounding counties.
43. Distribute professional publications.
49. Lobby for education in local governing body.
59. Let each principal run his school.
77. Carry out measures to remove personnel guilty of dishonesty, neglect, or insubordination.
81. Publish directory of professional personnel.

Next To Least Important

40. Check reports from local schools.
75. Remain aloof from community issues.

Least Important

23. Adhere to an established pattern of operation.

1. Insure that state department is able to do its work.
2. Insure that schools are able to do their work.
3. Insure that the county's education system is able to do its work.
4. Insure that the school program is able to do its work.
5. Develop professional membership in the local schools.
6. Run an efficient central office.
7. Provide facilities for new staff personnel.
8. Provide opportunity for staff attendance at professional conferences.
9. Host planning meetings regularly.
10. Deal with principals regarding school affairs.
11. Deal to improve by professional experience.

Other Possible Duties

1. Plan meetings for county personnel.
2. Report to local school districts.
3. Encourage local school improvement efforts.
4. Coordinate educational resources with other agencies.
5. Create educational opportunities for the people of the county.
6. Seek support of the people for school policy.
7. Involve the people in the development of educational policy.
8. Work with state groups to improve public school system.
9. Maintain teacher recruiting agency.
10. Collect data for County school board.
11. Provide facilities in local schools for recreation.
12. See that minimum subject matter standards are maintained in the various grades.
13. Experiment with ways to improve delivery of local schools.
14. Seek ways to improve financial support of school by local school districts.

LOCAL COUNTY SUPERINTENDENT AS DESCRIBED
BY ASSISTANT COUNTY SUPERINTENDENTS, 1960

Most Important

65. Foster effort to improve quality of teaching.

Next Most Important

41. Encourage teachers to experiment with new techniques.
55. Maintain a public relations program.

Third Most Important

26. Continuously evaluate the effectiveness of staff activities.
48. Keep County Board posted on educational conditions in the county.
53. Hire competent staff personnel.
54. Continuously redefine staff's role.
66. Advise School Board on educational policy.
78. Make provision for in-service growth of personnel.

Fourth Most Important

7. Cooperate with State Department in efforts to improve instruction.
16. Stimulate local schools to move.
18. Initiate reforms in the county's education system.
28. Sell the school program to the public.
32. Develop professional leadership in the local schools.
56. Run an efficient central office.
61. Provide orientation for new staff personnel.
62. Provide opportunity for staff attendance at professional conferences.
64. Hold planning meetings regularly.
72. Confer with principals regarding school affairs.
84. Seek to improve my professional competence.

Above Average Importance

3. Plan workshops for county personnel.
15. Respond to local school initiative.
17. Encourage local school improvement projects.
19. Coordinate educational resources within the county.
20. Create educational opportunities for the people of the county.
27. Seek support of lay groups for school policy.
29. Involve the people in the determination of educational policy.
36. Work with State groups to improve public education.
42. Maintain teacher recruiting program.
51. Collect data for County School Board.
71. Remain available to local schools for consultation.
73. See that minimum subject matter standards are maintained in the various grades.
82. Experiment with ways to improve service to local schools.
83. Seek ways to improve financial support of school by local school patrons.

ideal County Superintendent as described by Assistant County Superintendents
(Continued)

Average Importance

5. Work with local schools through supervisors.
8. Advise principals and teachers.
12. Foster diversity in local school programs.
13. Secure uniform operations with respect to County School Board rules and administrative procedures.
14. Orient new county administrative personnel.
22. Employ widely accepted practices in administrative operations.
30. Consult local school groups regarding changes in school policy.
33. Work through established lay leadership.
38. Check teacher qualifications.
47. Administer disposition of Federal funds to local schools.
52. Assist local schools in making educational surveys.
60. Facilitate intra-staff communication.
68. Maintain minimum standards of teacher certification in hiring teachers.
69. Keep up morale of local professional personnel.
74. See that the public school buildings of the county are safe.
79. Make available research resources to local schools.

Below Average Importance

1. Provide assistance to professional associations.
9. Distribute information to principals and teachers.
10. Upgrade administrative procedure in the local schools.
21. Satisfy the educational demands of the people.
24. Keep staff practice abreast of surrounding counties.
31. Maintain harmonious relations with influential citizens groups.
34. Provide professional resources needed by county groups.
39. Promote community change through the schools.
44. Approve school building plans.
45. Administer the Foundation program.
46. Maintain records relevant to the county public schools.
50. Maintain continuous contact with key county legislative groups.
63. Maintain professional library for staff.
67. Interpret school laws and regulations to the community.

Fourth From Least Important

2. Guide activities of principal and teacher organizations.
4. Hold clinics for local professional groups.
6. Look to the State Department for supplementary resources.
11. Develop uniform county curriculum.
25. Lead fight against critics of education.
35. Seek out resources for local groups.
37. Survey local conditions as a source of policy.
43. Distribute professional publications.
57. Establish mutual working agreements with other school systems.
58. Publish annual statistical reports.
80. Expect report of teacher weaknesses from instructional supervisors.

IDEAL COUNTY SUPERINTENDENT AS DESCRIBED BY
Ideal County Superintendents as described by Assistant County Superintendents
(Continued)

Third From Least Important

23. Adhere to an established pattern of operation.
59. Let each principal run his school.
70. Make regular visits to local schools.
76. Supervise auxiliary services in local schools.
77. Carry out measures to remove personnel guilty of dishonesty, neglect, or insubordination.
81. Publish directory of professional growth.

Next To Least Important

40. Check reports from local schools.
75. Remain aloof from community issues.

Least Important

49. Lobby for education in local governing body.

FOURTH FROM LEAST IMPORTANT

18. Initiate reform in the county's education system.
19. Coordinate educational resources within the county.
26. Sell the school program to the public.
29. Provide professional resources needed by county groups.
30. Work with state groups to improve public education.
41. Encourage teachers to experiment with new techniques.
53. Hire competent staff personnel.
55. Maintain a public relations program.
72. Confer with principals regarding school affairs.
82. Experiment with ways to improve service to local schools.
84. Seek to improve my professional competence.

Above Average Importance

3. Plan workshops for county personnel.
10. Upgrade administrative procedures in the local schools.
12. Foster diversity in local school program.
15. Respond to local school initiatives.
28. Continuously evaluate the effectiveness of staff activities.
27. Seek support of lay groups for school policy.
29. Involve the people in the determination of educational policy.
31. Maintain harmonious relations with influential citizens groups.
33. Work through established lay leadership.
54. Hold planning meetings regularly.
60. Keep up morale of local professional personnel.
71. Remain available to local schools for consultation.
73. See that minimum subject matter standards are maintained in the various grades.
83. Seek ways to improve financial support of school by local citizenry.

AVERAGE COUNTY SUPERINTENDENT AS DESCRIBED BY
COUNTY SUPERINTENDENT, 1960

Most Important

65. Foster effort to improve quality of teaching.

Next Most Important

48. Keep Cr-inty Board posted on educational conditions in the county.
66. Advise School Board on educational policy.

Third Most Important

7. Cooperate with State Department in efforts to improve instruction.
16. Stimulate local schools to move.
17. Encourage local school improvement projects.
20. Create educational opportunities for the people of the county.
32. Develop professional leadership in the local schools.
78. Make provision for in-service growth of personnel.

Fourth Most Important

18. Initiate reforms in the county's education system.
19. Coordinate educational resources within the county.
28. Sell the school program to the public.
34. Provide professional resources needed by county groups.
36. Work with State groups to improve public education.
41. Encourage teachers to experiment with new techniques.
53. Hire competent staff personnel.
55. Maintain a public relations program.
72. Confer with principals regarding school affairs.
82. Experiment with ways to improve service to local schools.
84. Seek to improve my professional competence.

Above Average Importance

3. Plan workshops for county personnel.
10. Upgrade administrative procedure in the local schools.
12. Foster diversity in local school programs.
15. Respond to local school initiative.
26. Continuously evaluate the effectiveness of staff activities.
27. Seek support of lay groups for school policy.
29. Involve the people in the determination of educational policy.
31. Maintain harmonious relations with influential citizens groups.
33. Work through established lay leadership.
64. Hold planning meetings regularly.
69. Keep up morale of local professional personnel.
71. Remain available to local schools for consultation.
73. See that minimum subject matter standards are maintained in the various grades.
83. Seek ways to improve financial support of school by local school patrons.

**Average County Superintendent as described by County Superintendent
(Continued)**

Average Importance

1. Provide assistance to professional associations.
5. Work with local schools through supervisors.
6. Look to the State Department for supplementary resources.
8. Advise principals and teachers.
13. Secure uniform operations with respect to County School Board rules and administrative procedures.
14. Orient new county administrative personnel.
22. Employ widely accepted practices in administrative operations.
25. Lead fight against critics of education.
30. Consult local school groups regarding changes in school policy.
37. Survey local conditions as a source of policy.
52. Assist local schools in making educational surveys.
54. Continuously redefine staff's role.
56. Run an efficient central office.
60. Facilitate intra-staff communications.
61. Provide orientation for new staff personnel.
68. Maintain minimum standards of teacher certification in hiring teachers.

Below Average Importance

2. Guide activities of principal and teacher organizations.
4. Hold clinics for local professional groups.
21. Satisfy the educational demands of the people.
35. Seek out resources for local groups.
39. Promote community change through the schools.
42. Maintain teacher recruiting program.
44. Approve school building plans.
45. Administer the Foundation program.
50. Maintain continuous contact with key county legislative groups.
62. Provide opportunity for staff attendance at professional conferences.
67. Interpret school laws and regulations to the community.
70. Make regular visits to local schools.
74. See that the public school buildings of the county are safe.
77. Carry out measures to remove personnel guilty of dishonesty, neglect, or insubordination.

Fourth From Least Important

9. Distribute information to principals and teachers.
11. Develop uniform county curriculum.
24. Keep staff practice abreast of surrounding counties.
38. Check teacher qualifications.
46. Maintain records relevant to the county public schools.
47. Administer disposition of Federal funds to local schools.
51. Collect data for County School Board.
57. Establish mutual working agreements with other school systems.
59. Let each principal run his school.
63. Maintain professional library for staff.
80. Expect report of teacher weaknesses from instructional supervisors.

**Average County Superintendent as described by County Superintendent
(Continued)**

STATE DEPARTMENT OF EDUCATION, 1966

Third From Least Important

- 43. Distribute professional publications.
- 49. Lobby for education in local governing body.
- 58. Publish annual statistical reports.
- 75. Remain aloof from community issues.
- 76. Supervise auxiliary services in local schools.
- 79. Make available research resources to local schools.
- 83. Seek ways to improve financial support of school by local school patrons.

Second From Least Important

- 40. Check reports from local schools.
- 81. Publish directory of professional personnel.

Least Important

- 23. Adhere to an established pattern of operation.
- 56. Run an efficient central office.
- 68. Maintain minimum standards of teacher certification in hiring teachers.

Fourth Most Important

- 3. Plan workshops for county personnel.
- 28. Sell the school program to the public.
- 31. Maintain harmonious relations with influential citizens groups.
- 44. Approve school building plans.
- 45. Administer the Foundation program.
- 46. Maintain records relevant to the county public schools.
- 50. Maintain continuous contact with key county legislative groups.
- 51. Collect data for County School Board.
- 53. Hire competent staff personnel.
- 55. Maintain a public relations program.
- 72. Confer with principals regarding school affairs.

Above Average Importance

- 7. Cooperate with State Department in efforts to improve instruction.
- 9. Distribute information to principals and teachers.
- 10. Upgrade administrative procedure in the local schools.
- 14. Orient new county administrative personnel.
- 22. Employ widely accepted practices in administrative operations.
- 23. Adhere to an established pattern of operation.
- 36. Work with State groups to improve public education.
- 42. Maintain teacher recruiting program.
- 47. Administer disposition of Federal funds to local schools.
- 59. Let each principal run his school.
- 61. Provide orientation for new staff personnel.
- 65. Foster effort to improve quality of teaching.
- 67. Interpret school laws and regulations to the community.
- 73. See that minimum subject matter standards are maintained in the various grades.

AVERAGE COUNTY SUPERINTENDENT AS DESCRIBED BY
STATE DEPARTMENT MEMBER, 1960

Most Important

66. Advise School Board on educational policy.

Next Most Important

48. Keep County Board posted on educational conditions in the county.
83. Seek ways to improve financial support of school by local school patrons.

Third Most Important

5. Work with local schools through supervisors.
8. Advise principals and teachers.
13. Secure uniform operations with respect to County School Board rules and administrative procedures.
27. Seek support of lay groups for school policy.
56. Run an efficient central office.
68. Maintain minimum standards of teacher certification in hiring teachers.

Fourth Most Important

3. Plan workshops for county personnel.
28. Sell the school program to the public.
31. Maintain harmonious relations with influential citizens groups.
44. Approve school building plans.
45. Administer the Foundation program.
46. Maintain records relevant to the county public schools.
50. Maintain continuous contact with key county legislative groups.
51. Collect data for County School Board.
53. Hire competent staff personnel.
55. Maintain a public relations program.
72. Confer with principals regarding school affairs.

Above Average Importance

7. Cooperate with State Department in efforts to improve instruction.
9. Distribute information to principals and teachers.
10. Upgrade administrative procedure in the local schools.
14. Orient new county administrative personnel.
22. Employ widely accepted practices in administrative operations.
23. Adhere to an established pattern of operation.
36. Work with State groups to improve public education.
42. Maintain teacher recruiting program.
47. Administer disposition of Federal funds to local schools.
59. Let each principal run his school.
61. Provide orientation for new staff personnel.
65. Foster effort to improve quality of teaching.
67. Interpret school laws and regulations to the community.
73. See that minimum subject matter standards are maintained in the various grades.

Average County Superintendent as described by State Department Member
(Continued)

Average Importance

6. Look to the State Department for supplementary resources.
17. Encourage local school improvement projects.
19. Coordinate educational resources within the county.
20. Create educational opportunities for the people of the county.
21. Satisfy the educational demands of the people.
32. Develop professional leadership in the local schools.
33. Work through established lay leadership.
38. Check teacher qualifications.
49. Lobby for education in local governing body.
58. Publish annual statistical reports.
62. Provide opportunity for staff attendance at professional conferences.
69. Keep up morale of local professional personnel.
71. Remain available to local schools for consultation.
74. See that the public school buildings of the county are safe.
78. Make provision for in-service growth of personnel.
84. Seek to improve my professional competence.

Below Average Importance

1. Provide assistance to professional associations.
11. Develop uniform county curriculum.
15. Respond to local school initiative.
16. Stimulate local schools to move.
18. Initiate reforms in the county's education system.
24. Keep staff practice abreast of surrounding counties.
25. Lead fight against critics of education.
30. Consult local school groups regarding changes in school policy.
34. Provide professional resources needed by county groups.
37. Survey local conditions as a source of policy.
40. Check reports from local schools.
77. Carry out measures to remove personnel guilty of dishonesty, neglect, or insubordination.
80. Expect report of teacher weaknesses from instructional supervisors.
82. Experiment with ways to improve service to local schools.

Fourth From Least Important

2. Guide activities of principal and teacher organizations.
4. Hold clinics for local professional groups.
26. Continuously evaluate the effectiveness of staff activities.
29. Involve the people in the determination of educational policy.
52. Assist local schools in making educational surveys.
57. Establish mutual working agreements with other school systems.
60. Facilitate intra-staff communication.
64. Hold planning meetings regularly.
76. Supervise auxiliary services in local schools.
79. Make available research resources to local schools.
81. Publish directory of professional personnel.

**Average County Superintendent as described by State Department Member
(Continued)**

Third From Least Important

- 35. Seek out resources from local groups.
- 39. Promote community change through the schools.
- 41. Encourage teachers to experiment with new techniques.
- 54. Continuously redefine staff's role.
- 63. Maintain professional library for staff.
- 70. Make regular visits to local schools.

Next To Least Important

- 12. Foster diversity in local school programs.
- 43. Distribute professional publications.

Least Important

- 75. Remain aloof from community issues.

Fourth Most Important

- 5. Work with local schools through supervisors.
- 31. Maintain harmonious relations with influential citizens groups.
- 32. Develop professional leadership in the local schools.
- 36. Work with State groups to improve public education.
- 51. Collect data for County School Board.
- 54. Continuously Redefine staff's role.
- 56. Run an efficient central office.
- 59. Let each principal run his school.
- 61. Provide orientation for new staff personnel.
- 72. Confer with principals regarding school affairs.
- 83. Seek ways to improve financial support of school by local school patrons.

Above Average Importance

- 3. Plan workshops for county personnel.
- 8. Advise principals and teachers.
- 16. Stimulate local schools to move.
- 17. Encourage local school improvement projects.
- 42. Maintain teacher recruiting program.
- 46. Maintain records relevant to the county public schools.
- 47. Administer disposition of federal funds to local schools.
- 62. Provide opportunity for staff attendance at professional conferences.
- 64. Hold planning meetings regularly.
- 67. Interpret school laws and regulations to the community.
- 68. Maintain minimum standards of teacher certification in hiring teachers.
- 71. Remain available to local schools for consultation.
- 79. Make available research resources to local schools.
- 84. Seek to improve my professional competence.

AVERAGE COUNTY SUPERINTENDENT AS DESCRIBED BY
ASSISTANT COUNTY SUPERINTENDENT, 1960

Most Important

66. Advise School Board on educational policy.

Next Most Important

48. Keep County Board posted on educational conditions in the county.
55. Maintain a public relations program.

Third Most Important

7. Cooperate with State Department in efforts to improve instruction.
26. Continuously evaluate the effectiveness of staff activities.
41. Encourage teachers to experiment with new techniques.
53. Hire competent staff personnel.
65. Foster effort to improve quality of teaching.
78. Make provision for in-service growth of personnel.

Fourth Most Important

5. Work with local schools through supervisors.
31. Maintain harmonious relations with influential citizens groups.
32. Develop professional leadership in the local schools.
36. Work with State groups to improve public education.
51. Collect data for County School Board.
54. Continuously redefine staff's role.
56. Run an efficient central office.
59. Let each principal run his school.
61. Provide orientation for new staff personnel.
72. Confer with principals regarding school affairs.
83. Seek ways to improve financial support of school by local school patrons.

Above Average Importance

3. Plan workshops for county personnel.
8. Advise principals and teachers.
16. Stimulate local schools to move.
17. Encourage local school improvement projects.
42. Maintain teacher recruiting program.
46. Maintain records relevant to the county public schools.
47. Administer disposition of Federal funds to local schools.
62. Provide opportunity for staff attendance at professional conferences.
64. Hold planning meetings regularly.
67. Interpret school laws and regulations to the community.
68. Maintain minimum standards of teacher certification in hiring teachers.
71. Remain available to local schools for consultation.
79. Make available research resources to local schools.
84. Seek to improve my professional competence.

**Average County Superintendent as described by Assistant County Superintendent
(Continued)**

Average Importance

6. Look to the State Department for supplementary resources.
13. Secure uniform operations with respect to County School Board rules and administrative procedures.
15. Respond to local school initiative.
19. Coordinate educational resources within the county.
22. Employ widely accepted practices in administrative operations.
27. Seek support of lay groups for school policy.
28. Sell the school program to the public.
38. Check teacher qualifications.
44. Approve school building plans.
45. Administer the Foundation program.
50. Maintain continuous contact with key county legislative groups.
52. Assist local schools in making educational surveys.
58. Publish annual statistical reports.
60. Facilitate intra-staff communication.
69. Keep up morale of local professional personnel.
73. See that minimum subject matter standards are maintained in the various grades.

Below Average Importance

1. Provide assistance to professional associations.
9. Distribute information to principals and teachers.
10. Upgrade administrative procedure in the local schools.
14. Orient new county administrative personnel.
18. Initiate reforms in the county's education system.
20. Create educational opportunities for the people of the county.
23. Adhere to an established pattern of operation.
29. Involve the people in the determination of educational policy.
33. Work through established lay leadership.
34. Provide professional resources needed by county groups.
37. Survey local conditions as a source of policy.
57. Establish mutual working agreements with other school systems.
74. See that the public school buildings of the county are safe.
80. Expect report of teacher weaknesses from instructional supervisors.

Fourth From Least Important

4. Hold clinics for local professional groups.
12. Foster diversity in local school programs.
21. Satisfy the educational demands of the people.
24. Keep staff practice abreast of surrounding counties.
30. Consult local school groups regarding changes in school policy.
35. Seek out resources for local groups.
40. Check reports from local schools.
63. Maintain professional library for staff.
76. Supervise auxiliary services in local schools.
81. Publish directory of professional personnel.
82. Experiment with ways to improve service to local schools.

Average County Superintendent as described by Assistant County Superintendent
(Continued)

Third From Least Important

- 2. Guide activities of principal and teacher organizations.
- 11. Develop uniform county curriculum.
- 39. Promote community change through the schools.
- 49. Lobby for education in local governing body.
- 70. Make regular visits to local schools.
- 75. Remain aloof from community issues.

Next To Least Important

- 25. Lead fight against critics of education.
- 77. Carry out measures to remove personnel guilty of dishonesty, neglect, or insubordination.

Least Important

- 43. Distribute professional publications.